# MONTANA SCHOOL

FOR THE

# DEAF and the BLIND.

HISTORICAL SKETCH
RULES OF ADMISSION, ETC.

...1900...

THE MONTANA SCHOOL FOR THE DEAF AND THE BLIND.

## Board of Trustees.

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WILLIAM V. MYERS.
CHARLES SCHARF, Secretary.

## Superintendent.

THOS. S. McALONEY.

## Teachers of the Deaf.

THOS. S. McALONEY, LOUIS A. DIVINE,
ALLAN T. SCHOOLFIELD.

## Teacher of the Blind.

MISS ELERBE HOLT.

E. A. IRWIN, M. D., Physician.
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MRS. RENA PHILIPS, Girls Supervisor, Etc.
IRA D. SHOPE, Engineer and Farmer.

## Industrial Department.

LOUIS A. DIVINE, Teacher of Carpentry.
MRS. RENA PHILIPS, Teacher of Dressmaking, and Sewing.
MRS. EMMA FARRAR, Teacher of Cooking.
MRS. MASSA, Teacher of Laundrying.
—— —— Teacher of Piano Tuning, Etc.

## NOTICE.

The following historical sketch was prepared by my predecessor, Prof. E. S. Tillinghast, who resigned his position as superintendent of this school in May to accept a position in a similar institution in Kentucky. With few alterations I present the sketch as written.

THOS. S. McALONEY.

Boulder, Aug. 1st, 1900.

# The Montana School for the Deaf and Blind.

## HISTORICAL.

Early in the year 1893 the Third General Assembly established a number of state institutions, among which was "The State Deaf and Dumb School." A few statutory regulations were provided sufficient to create and locate the institution. Upon the first of July following, temporary quarters were leased for two years, and duly prepared for use. A local executive board of five members was appointed by Gov. Rickards, as follows: W. Kennedy, President: W. P. Hoopes, Secretary; F. C. Berendes, W. L. Hay and Dr. I. A. Leighton. By the election of Mrs. M. L. Cunningham, of Helena, as matron in charge the school was formally opened Sept. 1st, 1893. At the end of that year ten pupils were present, of whom four were blind, four were deaf and two were feeble-minded. The first teachers were Miss Anna Wood, of Helena, in charge of the deaf, and Miss Daisy Doyle in charge of the blind.

In the summer of 1894 the Board of Trustees decided upon a change of executive management, and elected Prof. J. A. Tillinghast, of Morganton, N. C., as Superintendent, and his wife to be matron. Prof. Tillinghast took charge in September, 1894, and entered with great zeal and energy upon the work of establishing the school upon a sound and permanent basis. The establishing act was confessedly imperfect and inadequate, and it became necessary first to draft a new law providing for the proper conduct and regulation of the school in all important particulars. By the enabling act of 1889 fifty thousand acres of public lands had been granted for the establishment of an institution designated therein as "The Montana Deaf and Dumb Asylum." Legislative enactment was necessary to raise money upon this gift as security, and incidentally it was necessary to adopt the name used in the Congressional act. thus substituting the word asylum for school. This was and is

considered very unfortunate since it gives to the public a totally mistaken conception of the function and purpose of the school. We are glad to say, however, that Senator Carter has given assurance that the Congressional act will be amended at an early date so as to give a proper name to the school.

The law providing for the further regulation of the school, and for a building fund to be derived from the revenues accruing from the sale and lease of school lands, and appropriating therefrom $50,000 for the purchase of a site and the erection of buildings, was passed March 16, 1895. This act changed the executive board from five to three members, one of whom must reside in the town of Boulder, and recognized the educational character of the school by requiring the Superintendent to report to the State Board of Education, which is given general control and supervision over matters pertaining to the maintainence of the school, and the power of appointment or removal of the local trustees.

Section 2331 of the law thus defines the purpose of the school. The object of the said school shall be to teach the English language to the deaf and dumb children of thestate , and to furnish all children who are debarred from the public schools by reason of deafness, dumbness, blindness or feeble-mindedness, with at least an ordinary public school education in all customary branches, and to train them to the mastery of such trades as shall enable them to become independent self-sustaining citizens.

Increased facilities shall be furnished from time to time for the more thorough and successful training of those who may show a special aptness for acquiring said trades. This provision shall apply to the female as well as the male department.

For the sake of economy, and to the end that the aforesaid trades shall be practically taught to the pupils, it shall be the duty of the Board of Trustees to see that all work necessary to be done for the school, such as carpentering ,printing, painting, baking, sewing, and the like shall be done by the pupils themselves, under the supervision of competent foremen or teachers, permanently or temporarily appointed for that purpose.

Other important provisions of the law are as follows: The Board

ONE OF THE CLASS ROOMS.

of Trustees, according to such rules and regulations as they shall prescribe, on application shall admit into the school all deaf, dumb, blind, and feeble-minded residing in the State of Montana, between the ages of six and twenty-one years, who are not of unsound mind, or dangerously diseased in body or incapacitated for useful instruction by reason of physical disability. All pupils of said school shall be entitled to ten years of attendance at said school.

In all cases where a person to be sent to said school is too poor to pay for necessary clothing and transportation, the judge of the District Court of the district where such person resides, upon application of any relative or friend, or of any officer of the county where said person resides, shall, if he deem the person a proper subject, make an order to that effect, which shall be certified by the clerk of the court to the superintendent of said school, who shall then provide the necessary clothing and transportation at the expense of the county and upon his rendering his proper accounts therefor quarterannually, the County Commissioners shall allow and pay the same out of the county treasury.

Regarding the feeble-minded there is a special provision, "That as soon as possible in the judgment of the Board of Trustees by and with the consent of the State Board of Education, a separate building and premises, adjoining and yet distinct from those for the deaf and blind, shall be provided for such feeble-minded persons, which building and premises shall be more especially adapted to the peculiar needs of said feeble-minded class of persons." A further section provides that "no moneys belonging to the deaf and dumb fund created by sections 2353 and 2354 of this article, shall be otherwise expended than for the deaf and dumb department alone of this school."

Following the dictates of common sense, necessitous conditions, and all educational precedent, the management of the school has with the approval of the State Board of Education refused to admit any purely feeble-minded persons until the legislature provides a separate and distinct department for this class.

In July, 1896, Prof. J. A. Tillinghast resigned his position to accept a more lucrative and responsible one in Belfast, Ireland, and

his brother was appointed Superintendent, with Miss S. A. Tillinghast as matron. The school still in the quarters originally occupied was at this time crowded to the utmost by the increasing attendance. Excavation had begun for the foundation of the new building which, according to the contracts was to cost about $45,000. But it soon developed that we were not to be exempt from the hinderances and hardships incident to the early history of most western schools for the deaf. The warrants drawn upon the building fund fell so far below par that banks were unwilling to take them and under these conditions the contractor took advantage of every possible reason for delay in his work. So the new building was not ready for occupancy till May 10, 1898. Meanwhile, in the summer, of 1897, the school was compelled to vacate the quarters originally occupied, and either suspend for the winter of '97-98 until the state building should be completed, or re-open in a group of old store buildings. After a month's delay it was finally thought best to open in these buildings rather than have the children lose a year's schooling. The winter proved to be an exceedingly trying one upon every person connected with the school. As experience proved the danger from fire was very great. The buildings were cold, uncomfortable, inconvenient and unsightly to the last degree. The lack of adjoining playgrounds compelled more or less close confinement of the children, and the lack of suitable playroom within was sorely felt.

It was with an intense feeling of relief therefore that the quarters so entirely unsuitable were vacated, and the last move of the school made to its permanent home on May 10, 1898. But though the new home was palatial in every respect compared with the temporary quarters previously occupied, the greatest essential to comfort was found to be still lacking during the next winter. The hot air heating plant, selected for this and other state institutions by a specially appointed commission, proved an absolute failure. The winter was exceptionally severe and during the successive blizzards the entire front of the building would become uninhabitable. The fourth story of the building had not been completed so that all available room below was needed for constant use and rooms had to be used

as dormitories that registered below zero while the thermometer outside ranged from 25 degrees to 38 degrees below. There was not a single warm room in the building for the teachers and for the help conditions were still worse. There were three warm school rooms and the two other warmest rooms were given up as sleeping rooms for the small or delicate children.

Various remedies were tried without avail and the suspension of school for a time was seriously considered. When the complete failure of the heating plant during severe blizzards had been demonstrated, it was too late to get a special appropriation from the legislature for a steam plant. However, a liberal maintenance appropriation providing for repairs and improvements was obtained, and by careful management sufficient funds were avilable the following summer to completely remedy the unsatisfactory conditions. Without interfering with the heating capacity and ventilating feature of the hot air system, a supplementary steam heating plant was put in. The fourth story was also completed and heated entirely by steam. During the fall a carpenter shop building, 26 feet square, was erected. This made it possible to have the laundry done within the building where pupils could assist in the work and acquire some knowledge of it. During this year the grounds were fenced, a substantial barn was put up and considerable preliminary work done towards the cultivation and improvement of the grounds.

Thus ends, we may say, the first period of the school's history, during which there was continuous effort to overcome very serious successive hinderances and difficulties, in providing for the proper comfort and safety of the inmates, for convenient domestic arrangements, proper facilities for industrial training, the necessary furniture and school apparatus for a new building, and the various permanent improvements necessary to put the school in proper running order. During these years of effort to get established on a permanent and satisfactory basis, the expenses each year were necessarily heavy considering the comparatively small attendance, which was necessarily affected unfavorably by the extremely unsatisfactory and uncomfortable conditions prevailing at times. To afford a

radical remedy for these conditions careful and constant domestic economy was necessary.

## INDUSTRIAL TRAINING.

The several material improvements mentioned above now make it possible to concentrate attention upon promoting directly the educational efficiency of the school, especially in applying that section of the law relating to industrial training. This is considered of the utmost importance to children, so severely handicapped and beset with difficulties at every turn in all efforts to attain any advanced scholastic training upon which they might depend for a living. Many children who have been petted and humored at home on account of their affliction, come to us with habits of indolence, carelessness, indifference to the care of other's property, with utter lack of manual skill, and of self-reliance and persistence in work. The first step in any true education of these children must be to train them to control and direct their physical energy into useful channels with forethought, persistence and skill. Without such training their scholastic education will be of slight direct utility. Consequently every effort is made to train each child to do carefully, cheerfully and systematically certain regularly assigned work each day, and to assist wherever and whenever possible in taking care of the building and premises, cultivating and improving the grounds, in the cooking, laundry, housework, and care of stock. Instruction is given in kindergarten work, elementary drawing, sewing and dressmaking, cooking, carpentry, and for the blind piano tuning. So far as opportunity and circumstances allow some instruction in farm work will also be given.

## METHODS OF INTELLECTUAL TRAINING.

For the little deaf child who comes to us, usually not knowing a single written or spoken word, the first great intellectual feat to be accomplished is the acquisition of an easy command of written or spoken English. How he can best be taught this language, which he cannot acquire naturally by any possible means, has been the subject of violent controversy for a hundred years or more. A large and influential group of educators, predominant in Europe,

A HAPPY FAMILY.—A FEW OF THE PUPILS AND TEACHERS.

and of late gaining ground in America, assert that the best method is the German or oral method, which makes speech and speech reading, together with writing, the chief means of instruction and aims at faculty in speech and speech reading as well as mental development. In the United States the total number of deaf pupils under instruction has increased from 8,304 in 1893 to 10,087 in 1899. During that period the number of pupils taught wholly or chiefly by the oral method increased from 2,056 to 4,089, or from 24.7 per cent of the whole number to 40.5 per cent of the whole. Of the remaining 59.5 per cent of pupils not taught wholly or chiefly by the oral method a considerable per centage are taught partially by speech methods, and all others by the manual method through the use of the manual alphabet, writing, and the conventional sign language, which has a fascination and power for both the educated and uneducated deaf far beyond all other means of communication.

The great majority of the educators of the deaf in the United States are unanimous in the belief that not all deaf pupils should be taught by any one method, that a certain percentage varying according to individual opinion, should be taught exclusively by the oral method, and all others by the manual or manual alphabet method. A further conclusion which seems to be steadily gaining ground is that "the use of English for the sake of English" should be the motto of every teacher's method. But during the greater part of a deaf child's school life much necessary information and vital in oral instruction can only be given through the medium of the sign language, since expressed in English it would be totally beyond the comprehension of the pupil. It is therefore an unwise and fatal extreme to attempt the entire exclusion of signs. The pupils will learn and use signs no matter what severe prohibitive measures the teacher may attempt to apply. The adult educated deaf protest vehemently against such attempts and judged by the results accomplished where they have been made, nothing approaching conclusive proof has yet been offered to show that the advantages gained in the slightest degree outweigh the disadvantages apparent to all who have any insight into the minds and feelings of the deaf.

The conditions to be considered in determining the best method to be used in the case of any pupil are the age and mental capacity of the pupil, the age at which hearing was lost, and the funds and facilities available for employing the best talent and concentrating the energies of the teacher upon a small number of pupils. A deaf child entering school at the age of 13 or 14 is at an immense disadvantage in learning speech as compared with one who enters at the age of seven or eight. Since the oral method attempts to accomplish all that the manual method does with the added boon of at least a limited power of speech and lip-reading, it is evidently attempting an incomparably more difficut task, and cannot succeed without proportionately greater advantages in having its subjects enter school at an early age, and giving them the largest possible measure of individual instruction by thoroughly trained teachers. Taking the whole number of pupils under instruction in the United States in 1899, we find an average of a little over 10 pupils to each teacher, and even in the largest schools where the most accurate grading and classification is possible the tendency and desire of the management is to limit the average class to 10 pupils.

It is the purpose and policy of the Montana school to give every pupil who enters at a suitable age a careful and thorough test as to ability to learn speech and lip-reading, and to teach all who give promise of making good progress exclusively by the oral method. All other pupils will be taught by the manual method which concentrates all effort upon the work of giving the pupil an easy command of written English, largely through the use of the manual alphabet. The course of study contemplates an attendance at the school for ten years, and the standard of graduation will be the ability to pass the examination of the preparatory class at Gallandet College, upon the subjects of English and American history, grammar, arithmetic, physical geography and physics. Text books are changed from time to time, but those heretofore used are Cyr's readers, Miss Sweet's language series, Montgomery's histories, Frye's geographies, and Prince's arithmetics. The greater part of all primary instruction is given without text books. Persistent efforts are made to train pupils to read with pleasure and discrimination. The school

is now quite well supplied with school room apparatus and has the nucleus of a school library and of a school museum that will be extended as rapidly as means and opportunity allow.

## DEPARTMENT FOR THE BLIND.

The difficuties of giving the deaf an advanced degree of education often appear insuperable, and under present conditions are so when the best years of the child's natural school life have been neglected and wasted. But the deaf can always fall back upon manual labor as a means of support and often succeed wonderfully well with a very limited education. It is far otherwise with the blind. Having an immense advantage in the ability to learn language easily, they are checked in action at every turn, they are apt to lack seriously in motor training and physical development, and in self-reliance and the inspiration that springs from successful action. Constant help trains them into dependence. Shut into a world of darkness their thoughts are apt to turn inward and become self-centered and supersensitive.

Experience shows that in this age of machinery it is impossible for the blind to compete successfully with the sighted in purely manual occupations. Says Superintendent Anagnos, of the famous Perkins Institute for the Blind at Boston, "Most of the Institutions for the blind of America have tried the experiment of introducing one trade after another with a view of securing gainful employment for their graduates and apprentices, but without avail. Such industries as seemed to give promise of fair profit have in turn been taken up only to be dropped after a few years experience as inadequate and unprofitable. Thus every attempt to utilize various mechanical arts and render them reliable sources of income, has failed."

In the face of these facts the problem of educating the blind into self-reliance and independence is an extremely difficult and puzzling one. Public charity and an unreasoning sympathy are a direct menace to the accomplishment of the ends in view. Taken early and given proper opportunities the blind can certainly acquire a very thorough and comprehensive education, and this would seem

that this is the best possible preparation for life which can be given them. Beginning with the kindergarten and ending with a collegiate course each step should be made as practical as possible so that the power of reasoning and discernment gained and the knowledge acquired may be constantly and effectively applied to the common affairs of life. To attain success this education must insist upon a very high standard of effective mental training, and humanitarian culture together with the most careful attention to physical development.

This is the ideal toward which the work of this department is directed. All pupils who have any musical talent receive careful and thorough instruction in music. Pupils have at least one hour per day of reading from standard literature. Those who are likely to profit by the instruction are taught the trade of piano tuning. Pupils are expected to assist in house work, laundry and kitchen, to the full extent of their ability. The school work begins with kindergarten training and extends into the high school studies. Text books now in use are Prince's arithmetics, Wentworth's algebra, Myer's Ancient History, Guyot's Physical Geography. The American Braille system of writing is used, and the Hall Braille typewriters. The school has a valuable set of seven relief maps, also a number of sectional maps. The library of books in Braille now numbers about 100 volumes and about $25 worth of books are added annually.

## HYGIENIC CARE OF PUPILS.

The building is provided throughout with a complete system of ventilation that keeps up a good circulation of fresh air, however severe weather may be. The sanitary arrangements and bathing facilities are excellent. Constant effort is made to have pupils get an abundance of fresh air and exercise. So far the health record of the school has been of the best. In its seven years history there has never been a death, or a single case of protracted and serious illness. Excepting a very light form of German measles there has been no contagious disease. A salaried physician is employed by the school and in case of any sickness, in the least serious, parents

THE MANUAL ALPHABET.

are notified at once. Arrangements have been made to have an oculist and aurist to visit the school at least once a year and make an examination of all pupils.

## REGULATIONS CONCERNING ADMISSION AND RETENTION OF PUPILS, ETC.

This school is open to all the deaf and the blind of the state, provided they are of suitable age and capacity, and are too deaf or too blind to be educated in the common schools.

Pupils will be considered of proper school age between the ages of six and twenty-one. No child who is idiotic, feeble-minded, afflicted with an offensive or contagious disease, or who is an invalid so confirmed as to prevent study, will be received.

This institution is in no sense an asylum, nor a place of refuge for those who cannot see or hear. It is not an almshouse, an orphan's home, nor a hospital. It is conducted strictly as an educational institution, and is a part of the common school system of the state wherein those who are deaf or blind may receive an education as a matter of right, and not of charity.

Applications for the admission of pupils must be made upon regular blanks of the institution, which will be furnished upon request. All questions upon these blanks must be answered in full.

No child should be brought to the school as a pupil until the proper application has been filed with, and acted upon by the Superintendent and due notice sent by him to the applicant. In the case of indigent pupils, dependent upon county aid, an order of court to that effect as provided by the law (Section 2344) must be filed with the Superintendent before the admission of such pupils.

The institution will provide for each pupil regularly admitted, board, lodging, laundry, medical attendance, instruction and school supplies, but can not pay traveling expenses to or from the school, or for any clothing. Each pupil upon entering school should be supplied with a sufficient quantity of suitable clothing to last until the close of school term. The pupil's name should be clearly marked upon each article of clothing, as otherwise there is liability of loss.

The applicant should deposit with the Superintendent, upon admission of the pupil, a sum of not less than five dollars to defray incidental expenses (shoes, repairs, etc.) during the term.

The annual session of the school begins the second Wednesday in September and closes the second Wednesday in June. No extended holiday will be given at Christmas, and pupils are not allowed to go home unless there are excellent reasons and conditions justifying special permission. Promptness of attendance at the beginning of the session is of the greatest importance.

The Superintendent shall have power at any time to discharge a pupil from the institution for inability to receive instruction, from sickness or other cause, or for continued misconduct and disobedience.

The institution is non-sectarian, but thorough moral and religious instruction will be given, especially on the Sabbath, the nature of it being general, and such as is accepted by all churches and creeds.

All business letters or letters of inquiry in regard to pupils or their concerns, or in regard to new pupils whom it may be designed to place in the institution, must be addressed to the Superintendent and not to subordinates. Otherwise no attention will be paid to such letters.

# List of all pupils in attendance at the school since its establishment.

## DEAF DEPARTMENT.

| NAME. | POSTOFFICE. | COUNTY. |
|---|---|---|
| Benedict, Annie | Parrot | Madison. |
| *Brickley, Francis | Quartz | Missoula. |
| *Brickley, Mary | Quartz | Missoula. |
| Clarke, John V | Browning | Teton. |
| Conway, James | Walkerville | Silver Bow |
| Cole, Iva | Park City | Yellowstone. |
| Cook, Ada | Decker | Custer. |
| Couture, Annie | Anaconda | Deer Lodge. |
| Craze, William R | Burlington | Silver Bow. |
| Fischer, Louisa | Anaconda | Deer Lodge. |
| Flesher, Lena | Lincoln | Lewis and Clarke. |
| Goodman, Robt. Lee | Armington | Cascade. |
| Harlan, Edith | Como | Ravalli. |
| Jones, William | Miles City | Custer. |
| *Krambeck, Herman | Butte | Montana |
| Kraus, David H | Big Sandy | Choteau |
| **Lane, Edward | | |
| Lay, John Henry | Bozeman | Gallatin |
| Lebert, Moses | Huson | Missoula. |
| Leibel, Ethel | Hamilton | Ravalli. |
| Mallett, Filmore | Chinook | Choteau. |
| Morrison, George | Great Falls | Cascade. |
| *Muench, John | East Helena | Lewis and Clarke. |
| *McBrearty, Owa J | Fort Benton | Choteau. |
| **Neafus, Geo | Woodside | Ravalli. |
| Philips, May | Boulder | Jefferson. |
| Schelska, John | East Helena | Lewis and Clarke. |
| Sullivan, Clyde | | |
| Teegarden, Lowell | Cascade | Cascade. |
| Thomas, Thomas | Sand Coulee | Cascade. |
| Torgersen, Alida | Gardiner | Park. |
| **Townsley, Joseph | Radersburg | Broadwater. |
| Upham, Joseph | Browning | Teton. |
| Welcher, Cecelia F | Virginia City | Madison. |
| Wilds, Flossie M | Hamilton | Ravalli. |
| *Woodman, Jessie May | Hunter's Hot Springs | Park. |

# BLIND DEPARTMENT.

| NAME | POSTOFFICE. | COUNTY. |
|---|---|---|
| Anderson, Ellen | Butte | Silver Bow. |
| Dillon, Ethel | Butte | Silver Bow. |
| Erickson, Frank | Butte | Silver Bow. |
| Forbes, Theresa | Belgrade | Gallatin. |
| Forsythe, Geo | Aldridge | Park. |
| Frank, Moses | Livingston | Park. |
| Hall, Dorcas | Jefferson | Jefferson. |
| Hurst, Henry Blain | Boulder | Jefferson. |
| Lilly, Grace | Hunter's Hot Springs | Park. |
| McNamarra, John J | Butte | Silver Bow. |
| Webster, Eva | Anaconda | Deer Lodge. |

*Left the State.
**Deceased.

# WILL YOU DO IT?

(By Permission.)

Are you acquainted with any
Boy or girl, four to twenty-one years of age, who
Cannot be educated in the common schools because of
Deafness or Blindness? If so, inquire if he or she has
Ever attended a special school (for five years)
For the education of the deaf or blind. If not,
Give me the address of the parents or friends.
Have them also write a letter to me, making
Inquiries concerning the matter of education.
Join hands with me, and assist me, if you
Know of such a boy or girl in the State, and
Let us get the child into the School for the Deaf and Blind.
Much depends upon getting an early start.
Negligent parents, sorry to say, too often
Overlook the necessity for this, and
Postpone action in many cases until too late.
Questions will be fully answered concerning
Rules for the admission of new pupils into the
School, and pamphlets and papers will be sent which
Tell just how the child will be educated.
Urge the parents of all deaf and blind boys and girls to
Value the offer made by a generous State,
When it offers education without cost, and
Xtends invitation to all of Montana's
Youth too deaf or blind to be educated in ordinary schools.
Zealous interest on your part will be appreciated,
& will result in the accomplishment of good.

THOS. S. McALONEY,
Superintendent School for Deaf and Blind,
Boulder, Montana